



## Hollis Academy

200 Goodrich Street  
Greenville, SC 29611

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	522 Students	
<b>Principal</b>	Miki E. Golden Jr.	864-355-4800
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below Average	Below Average
2005	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

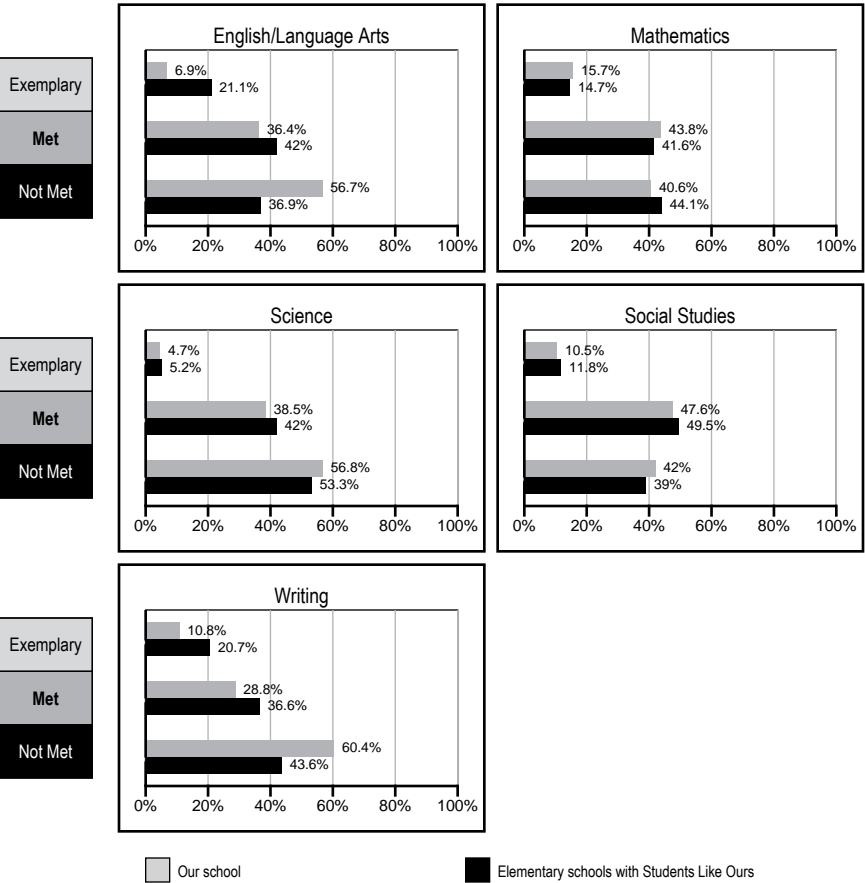
97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	52	50	31

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=522)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.6%	100.0%	100.0%
Retention rate	1.5%	Up from 0.8%	2.5%	1.9%
Attendance rate	96.1%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	2.4%	Down from 3.3%	2.8%	10.0%
With disabilities other than speech	10.9%	Up from 10.3%	7.4%	7.7%
Older than usual for grade	0.5%	No Change	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	37.2%	Down from 40.5%	57.0%	59.4%
Continuing contract teachers	65.1%	Up from 52.4%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	68.5%	Up from 64.4%	81.2%	85.9%
Teacher attendance rate	96.1%	Up from 96.0%	95.2%	95.1%
Average teacher salary*	\$41,611	Up 5.1%	\$45,718	\$47,149
Professional development days/teacher	29.9 days	Down from 40.0 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 18.4 to 1	16.5 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 91.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,624	Down 8.1%	\$8,730	\$7,458
Percent of expenditures for instruction**	62.3%	Down from 68.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	59.9%	Down from 63.1%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Mission of Hollis Academy is for students to be self-motivated problem solvers and lifelong learners, who demonstrate mastery of all grade level standards. An exemplary faculty and staff will provide a safe, nurturing learning environment, supported by parents and the larger community. Along with school and community support and the efforts of our business partners, we continue to strive to meet our mission. Our school goals directly relate to Greenville County Schools' academic goals. At Hollis Academy, we have established goals focused on raising student achievement. These include increasing the number of students who meet and exceed expectations on the PASS test in the areas of ELA and Mathematics. We also strive to move students from the not met categories into met and exceeded expectations categories as determined by the PASS test.

Our student body is primarily composed of 56% African-American, 23% Hispanic, 14% Caucasian, and 7% other. Hollis serves approximately 530 students and is one of only a few schools in Greenville County to offer single gender classes at grades K-2nd this year. For the 09-10 school year, Hollis is planning to offer single gender classes at grades K-5th.

Hollis Academy contributes to the overall growth of students through various extracurricular activities for students such as Junior Beta Club, student council, safety patrols, chorus, spring carnival, after-school achievers clubs, Battle of the Book Team, and Black Heritage Bowl Teams. Our PTA continues to work toward improving membership and participation and saw a large increase in membership during the 08-09 year. Our School Improvement Council continues to work closely with the leadership at Hollis to promote student success. Hollis is proud to have been recognized as a Red Carpet School and a recipient of the Safe Kids Award for 4 consecutive years.

Hollis Academy is committed to having a high quality instructional team at all levels that is certified and highly qualified as defined by NCLB. Many of our faculty and staff hold degrees beyond the bachelor level and have received National Board Certification. Our teachers work within their grade levels to provide quality instruction. Many hours are provided to enhance teaching skills through professional development that primarily focuses on research-based best practices to improve teaching skills, knowledge, and instructional delivery.

Hollis Academy continues to strive toward providing a successful learning environment for all students. With the assistance of a dedicated staff and support of our community and stakeholders, we continue to assure that no child is left behind.

Miki E. Golden Jr., Principal  
Brandi B. Massey, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	32	67	28
Percent satisfied with learning environment	100.0%	89.4%	81.5%
Percent satisfied with social and physical environment	100.0%	80.3%	81.5%
Percent satisfied with school-home relations	71.9%	90.9%	76.0%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 14 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	247	100	56.7	36.4	6.9	58.1	84	82.8	No	Yes
<b>Gender</b>										
Male	136	100	62.5	29.2	8.3	52.5	80.8	79.3	N/A	N/A
Female	111	100	49.5	45.4	5.2	64.9	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	38	100	34.4	53.1	12.5	75	89.5	89.5	I/S	I/S
African American	161	100	61.1	34.7	4.2	56.3	72.7	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	92.3	I/S	I/S
Hispanic	44	100	62.2	29.7	8.1	45.9	74.8	76.5	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	N/AV	N/AV	N/AV	21.6	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	38	100	67.6	26.5	5.9	41.2	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	229	100	57.2	35.8	7	58.2	74.4	75.5	No	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	247	100	40.6	43.8	15.7	69.1	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	136	100	44.2	38.3	17.5	64.2	79.6	77	N/A	N/A
Female	111	100	36.1	50.5	13.4	75.3	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	38	100	28.1	59.4	12.5	78.1	87	87.2	I/S	I/S
African American	161	100	48.6	38.2	13.2	61.8	66.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	93	I/S	I/S
Hispanic	44	100	24.3	54.1	21.6	86.5	75.3	76	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	78.4	19.6	2	29.4	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	38	100	26.5	50	23.5	85.3	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	229	100	39.8	45.3	14.9	69.7	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	167	100	56.8	38.5	4.7	43.2	71.3	67.5
<b>Gender</b>								
Male	92	100	60.5	35.8	3.7	39.5	70.8	67
Female	75	100	52.2	41.8	6	47.8	71.8	68
<b>Racial/Ethnic Group</b>								
White	24	100	45	50	5	55	79.5	79.5
African American	106	100	60.4	36.5	3.1	39.6	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.9	84.3
Hispanic	33	100	60.7	35.7	3.6	39.3	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	33	100	N/AV	N/AV	N/AV	6.5	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	28	100	N/AV	N/AV	N/AV	34.6	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	154	100	57.4	39	3.7	42.6	57.5	55.1

<b>Social Studies</b>								
All Students	162	100	42	47.6	10.5	58	75.7	72.3
<b>Gender</b>								
Male	83	100	50	37.8	12.2	50	75.1	71.5
Female	79	100	33.3	58	8.7	66.7	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	29	100	20.8	62.5	16.7	79.2	81.7	80.7
African American	103	100	52.7	42.9	4.4	47.3	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	28	100	26.9	50	23.1	73.1	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	40	100	75	22.2	2.8	25	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	26	100	29.2	54.2	16.7	70.8	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	153	100	43	47.4	9.6	57	63.9	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	244	100	60.4	28.8	10.8	39.6	72.9	70.2	96.1	96.5
<b>Gender</b>										
Male	135	100	66.1	27.4	6.5	33.9	66.4	63.2	96.1	96.4
Female	109	100	53.1	30.6	16.3	46.9	79.7	77.5	96.2	96.5
<b>Racial/Ethnic Group</b>										
White	38	100	56.3	31.3	12.5	43.8	80.5	79.1	94	96.3
African American	160	100	59.9	27.9	12.2	40.1	57.1	57.6	96.1	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.3	86.2	96.1	97.6
Hispanic	42	100	71.8	23.1	5.1	28.2	61.3	62.6	97.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
<b>Disability Status</b>										
Disabled	51	100	N/AV	N/AV	N/AV	6.3	28.4	26.1	96	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	37	100	82.4	14.7	2.9	17.6	60.5	61.2	97.5	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	227	100	62.4	27.8	9.8	37.6	58.8	58.9	96.1	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	91	100	65.4	26.9	7.7	34.6
	4	82	100	55.4	36.5	8.1	44.6
	5	74	100	47.7	47.7	4.6	52.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	91	100	62.8	26.9	10.3	37.2
	4	82	100	25.7	56.8	17.6	74.3
	5	74	100	30.8	49.2	20	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	N/AV	N/AV	N/AV	30.8
	4	82	100	51.4	41.9	6.8	48.6
	5	37	100	54.3	40	5.7	45.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	43	100	51.3	43.6	5.1	48.7
	4	82	100	33.8	51.4	14.9	66.2
	5	37	100	50	43.3	6.7	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	91	100	63	21	16	37
	4	81	100	62.7	32	5.3	37.3
	5	72	100	54.5	34.8	10.6	45.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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